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Application

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Application Details

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147619 - Teacher Leadership and Compensation (TLC) System FY 17 - February 2016

151394 - SE Warren Teacher Leadership Compensation Implementation Grant

Teacher Leadership and Compensation System

Status: Under Review
Signature: Delane Galvin
Submitted Date: 2016-01-13 12:25:19
Submitted By: Delane Francis Galvin

Applicant Information

Project Officer

AnA User Id DELANE.GALVIN@IOWAID
First Name* Delane Francis Galvin
First Name Middle Name Last Name
Title: Superintendent
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Address:* 16331 Tyler Street

City* Liberty Center Iowa 50145
City State/Province Postal Code/Zip

Phone:* 641-466-3331 222
Phone Ext.

Program Area of Interest* Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270)
Fax: 641-466-2535
Agency

Organization Information

Organization Name:* Southeast Warren CSD
Organization Type:* K-12 Education
DUNS: 19-304-3916
Website: <http://www.se-warren.k12.ia.us/>
Address: 16331 Tyler St.

Liberty Center Iowa 50145
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Benefactor Vendor Number

Cover Sheet-General Information

Authorized Official

Name* DELANE GALVIN
Title* SUPERINTENDENT
Organization* SE WARREN CSD
If you are an individual, please provide your First and Last Name.
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City/State/Zip* LIBERTY CENTER/IOWA/50145
City State Zip

Telephone Number* 641-466-3510

E-Mail* DELANE.GALVIN@SE-WARREN.K12.IA.US

Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization.

If you are an individual, please provide your First and Last Name.

Name*	JULIE WILSON		
Title	BUSINESS MANAGER/BOARD SECRETARY		
Organization	SE WARREN CSD		
Address	16331 TYLER STREET		
City/State/Zip	LIBERTY CENTER <small>City</small>	Iowa <small>State</small>	50145 <small>Zip</small>
Telephone Number	641-466-3510		
E-Mail	JULIE.WILSON@SE-WARREN.K12.IA.US		
County(ies) Participating, Involved, or Affected by this Proposal*	Lucas County, Warren County		
Congressional District(s) Involved or Affected by this Proposal*	2nd - Rep David Loebsack (D), 3rd - Rep David Young (R) Congressional Map		
Iowa Senate District(s) Involved or Affected by this Proposal*	1, 13, 14, 21 District Map		
Iowa House District(s) Involved or Affected by this Proposal*	25, 26, 28 District Map		

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons. *

No

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons. *

No

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons. *

Yes

If YES, present the rationale for determining no impact.

Our TLC plan will be implemented to have a positive impact on all students. Our plan is targeted for the betterment of all students not specific subgroups.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge. *

Yes

Name of Person Submitting Certification. *

Delane Galvin

Title of Person Submitting Certification*

Superintendent

Recipient Information

District* Southeast Warren Community School District
Use the drop-down menu to select the district name.

County-District Number* 91-6094
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific Mr.

Name of Superintendent* Delane Galvin

Telephone Number* 641-466-3510

E-mail Address* delane.galvin@se-warren.k12.ia.us

Street Address* 16331 Tyler Street

City* Liberty Center

State* Iowa
Use the drop-down menu to select the state.

Zip Code* 50145

TLC Application Contact

Honorific Mr.

Name of TLC Contact* Delane Galvin

Telephone Number* 641-466-3510

E-mail Address* delane.galvin@se-warren.k12.ia.us

Street Address* 16331 Tyler Street

City* Liberty Center

State* Iowa
Use the drop-down menu to select the state.

Zip Code* 50145

Demographic Profile

October 2014 Certified Enrollment 586

October 2014 Free/ Reduced Lunch % 33

AEA Number 11

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number* Model 3 – Comparable Plan

Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

SE Warren is located in southern Warren County and is comprised of three small communities brought together in 1959 through the consolidation process and now has 3 separate grade level attendance centers serving a total of 500 students. The student body is comprised of 32% qualifying for free or reduced lunch and 14% receiving special education services, 12% are now being served in our talented and gifted program.

Our Primary school is located in Milo, housing a daycare center, a 3 and 4 year old preschool program along with grades K-3. Our Intermediate center, located in Lacona, houses grades 4-6 and our Secondary school, housing grades 7-12, is located in Liberty Center. Currently SE Warren has 42 certified teachers and employs nearly 100 individuals.

The mission of the SE Warren CSD is, "To develop lifelong learners and responsible citizens", with a vision of, "success for all". SE Warren CSD is currently engaged in a number of educational initiatives focused on strengthening instruction of which our stakeholders would benefit from enhancing our teacher leadership. Several critical educational initiatives include:

- Multi-Tiered System of Supports (MTSS)
- Professional Learning Communities (PLC)
- Creating Independence Through Student Owned Strategies (CRISS)

- Concept-Oriented Reading Instruction (CORI)
- Connected Learning Initiatives (Chromebooks 7-12, Ipads PreK-6)

The mission of our plan is to develop leadership opportunities for exemplary educators that will further improve instructional practices and increase student achievement. We believe that if we:

- Recruit, develop, and promote excellent teachers
- Provide highly effective teachers the opportunities to grow
- Provide focused leadership and systems of support to implement differentiated and meaningful professional development
- Improve instructional practices grounded in the Iowa Core through collaboration and feedback
- Support new and current teachers in our district

We will increase student achievement, and students will develop into responsible, independent, and productive citizens. Through careful consideration of input garnered from various stakeholders, research of existing compensation models and analysis of our district's needs, we have developed a plan that follows the comparable model and includes four leadership roles and responsibilities:

- **Instructional Coach** (2 positions; 1 PreK-6, 1 7-12) Each position will be ½ time classroom teacher, ½ time instructional coach. These positions will enhance instructional practices at the classroom level by raising student achievement through collaboration, coaching conversations, analysis of data and facilitating professional development.
- **Technology Integrationist** (2 positions; 1 PreK-6, 1 7-12) Each position will be ½ time classroom teacher, ½ time technology integrationist. These positions will enhance technological instructional practices at the classroom level by raising student achievement through collaboration, coaching conversations, analysis of data and facilitating professional development centered on technology integration.
- **Model Teacher** (7 positions; 4 PreK-6, 3 7-12) Each position will be in the classroom full-time. They will be invite colleagues into their classrooms to observe best teaching practices or content specific techniques.
- **Mentor Teacher Instructor** (2 positions district wide) Each position will be in the classroom full time. These positions will oversee the mentoring program district wide and will contribute time and expertise to make significant contributions to the development of new and current professionals in the district through discussion, instruction, and collaboration.

Each of the leadership positions will collaborate with the curriculum director and administration to enhance the district's professional development plan based on the Iowa Professional Development Model. In addition, they will respond to the needs of our students and teaching staff, and provide leadership opportunities for exemplary educators to enrich current initiatives focused on academic improvements. Additionally, our plan includes the following components, outlined in more detail throughout the application:

- Minimum salary of \$33,500
- For new teachers: additional coaching, mentoring, and opportunities for observing instructional practice
- Differentiated, multiple, meaningful teacher leadership roles
- Rigorous selection process for leadership roles with clearly outlined qualifications and responsibilities for each role
- Aligned professional development

Southeast Community School District is a progressive student focused institution that brings together outstanding educators, dedicated parents, and a proud community. This district is excited about the TLC program and the impact it will have on staff and student achievement.

The SE Warren Leadership Team (DLT) used the funds received from the TLC planning grant to pay for substitutes and compensation for the teachers during the process determining the model we wanted to write and implement for the teacher leadership compensation program. Our DLT is composed of central office administration, principals and teacher leaders from all three of our attendance centers. The DLT met monthly providing guidance and leadership in the planning process. The DLT added extra meetings or met outside of our normal contract. The funds were utilized to pay for the cost of substitutes and/or extra contract time for the committee. During these meetings the DLT evaluated all of the teacher compensation models currently developed, took trips to visit other districts to observe models in action and developed an implementation plan and model that best fit the needs of SE Warren. In addition, once the model and implementation plan was developed, the DLT co-wrote the Teacher Leadership and Compensation Grant.

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number

Model 3 – Comparable Plan

Narrative

Using Part 1 application narrative from previous application? ☒ Yes

Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.

b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.

c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

The Southeast Warren Community School District Leadership Team (DLT) utilized planning grant funds to pay for teachers to participate in the

process by paying for substitutes, providing extra contact time for committee members, and attending training session to prepare for the grant writing.

Our planning grant funds were directly focused on enabling the following goals:

- Ensuring a wide range of voices (teachers, parents, administrators, community members) to include diverse perspectives and a wide range of expertise were a fundamental part of the planning process.
- Supporting opportunities for our planning team to engage in collaboration and learning with external resources (Heartland's TLC Grant Planning Workshops and SAI's TLC Workshops).

As a district, we made a fundamental choice to use our planning grant funds to analyze our local context, to develop our internal capacity through consensus building, and to collaborate as members of a larger professional learning community. In prioritizing these values, we were able to develop a plan that is directly connected to our values, student learning needs, and professional development goals.

The Southeast Warren DLT is composed of central office administration, principals, and teacher leaders from all three of our attendance centers. Our goal has been to establish a transparent process for stakeholders to be informed, ask questions, and provide input throughout the development of our district plan. To ensure that all stakeholders were engaged in the developmental process we also met with our districts Children First Forum (CFF) on October 29, 2013, January 29, 2014, and October 28, 2014; which includes administrators, teachers, parents and community members. The DLT met monthly providing guidance and leadership in the planning process. The DLT added extra meetings or met outside of our normal contract to ensure that we had a well thought out and high-quality plan that utilized the input and insight from all stakeholders. During these meetings the DLT evaluated all of the teacher compensation models currently developed, took trips to visit other districts to observe models in action and developed an implementation plan and model that best fit the needs of the Southeast Warren Community School District. In addition, once the model and implementation plan was developed, the DLT co-wrote the Teacher Leadership and Compensation Grant with the welfare of all stakeholders in mind.

Narrative

Using Part 2 application narrative from previous submission? **Yes**

Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)

State Goals:

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

The Southeast Warren Community School shares a vision that the implementation of this program will:

1. Allow us to effectively compensate teachers.
2. Allow us to recruit and promote excellent teachers and provide support as they collaborate reflectively to redefine their practice.
3. Give highly effective teachers opportunities to grow, refine and share their expertise.
4. Create a structured system which can support quality implementation of school improvement models, which are measurable. The data collections will be closely monitored to determine the validity of our efforts.
5. To enhance our teaching practices with implementation of the following educational initiatives:
 - Multi-Tiered System of Supports (MTSS)
 - Professional Learning Communities(PLC)
 - Creating Independence Through Student Owned Strategies (CRISS)
 - Concept-Oriented Reading Instruction (CORI)
 - Connected Learning Initiatives (Chromebooks 7-12, Ipads PreK-6)

SE Warrens District Leadership Goals:

- To provide a teacher induction and mentoring program with 100 percent retention rate.
- To improve leadership in the use of data to drive decisions and instruction.
- To improve student achievement by building capacity in effective instructional practices
- To align and implement the Iowa Core with fidelity.
- To provide a more coherent, comprehensive professional development plan.

In order to meet the goals, the SE Warren CSD has created a program which will improve our district in the following ways.

#1-Attract promising new teachers by offering competitive starting salaries and offering short-term and long term professional development and leadership opportunities.

The district currently provides a salary greater than \$33,500. It has one of the most competitive salaries for schools our size in our region. The opportunities available through the TLC program will attract potential and future teachers to SE Warren. The opportunity to work more closely with an experienced teacher will increase the probability of their success.

#2- Retain effective teachers by providing enhanced career opportunities.

The increased opportunity to lead and provide career alternatives will increase the likelihood of effective teachers remaining in the profession and the district.

#3 Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.

Teachers are already provided opportunities to collaborate in PLC groups. The successful utilization of data driven teams will enhance the effectiveness of these groups and provide a focus to achieve our goals. Respected teacher leaders will provide increased opportunities for teachers with special skills to collaborate as a team and will increase their levels of expertise.

#4. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

Increased opportunities to lead in the district and be compensated for their abilities will lead to higher teacher retention. These opportunities will provide pathways for those who wish to remain in their classroom. It will also create opportunities to build capacity in their areas of strength.

#5. Improve student achievement by strengthening instruction.

An effective teacher has the most significant impact on student achievement.

Teacher leaders collaborating with educators to improve their knowledge of educational pedagogy and use of research-based instructional practices will lead to better teaching and thus improve student achievement.

Using Part 3 application narrative from previous submission? **Yes**

Part 3 - Describe how the TLC plan will connect to, support and strengthen the district's key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)

The Southeast Warren Compensation (TLC) team will integrate teacher leaders into three initiatives and four improvement structures. The curriculum director, paid by general funds, will continue to lead others. New grant positions include 2 Instructional Coaches, 2 Technology Integrationists, 7 Model Teachers, and 2 Mentor Teacher Instructor.

Key Initiative #1 - MTSS (Multi-Tiered System of Supports) District-wide data (Iowa Assessments, AIMSweb, MAP, FAST, IGDIS) indicates that reading proficiency and math are the greatest areas of need. Students are separated into reading/literacy (K-12) and math (4-6 with the district looking to add K-3, 7-12) groups to receive instruction based on his or her academic need. We continue to use research based strategies and progress monitoring to determine instructional changes. Teacher leaders will facilitate the Iowa Professional Development model to identify student learning needs based on evaluation of the data and guide teachers through changes needed within student groups and instruction.

Key Initiative #2 - Learning Strategies of CRISS (Creating Independence through Student Owned Strategies) and CORI (Concept-Orientated Reading Instruction).

The secondary building has been participating in CRISS since 2008. The strategies focus on the strength of effective instruction through the use of specific learning strategies using metacognition. The Intermediate building has been participating in CORI since 2005. CORI is a framework for organizing and integrating literacy processes with content knowledge. CORI engages students and creates interest in content areas through questioning, teaches strategies for finding and assessing different kinds of information, and involves the use of leveled texts and collaborative student groups. Teacher leaders would teach, model, and assess the use of these strategies and how they are impacting student learning through the analysis of AIMSweb and Iowa assessment data.

Key Initiative #3 - Connected Learning Initiatives (CLI) SE Warren began the Connected Initiatives during the fall of 2014 with students 7-12 each having a chromebook, and PreK-6 using class sets of Ipads to further the 21st century skills of our students as they become more technologically literate. Our goal is to become a full 1 to 1 school in the next five years. We realize that the CLI involves more than just putting devices in the hands of our students and teachers and expecting rigorous teaching and learning to occur. Teacher leaders would guide us through this shift and model/coach effective use of technology in instruction and student learning. These leaders will also demonstrate the utilization of technology to enhance student engagement, content knowledge, and self direction.

Structure #1 - Children's First Forum (CFF) The CFF is led by the Superintendent and includes community members, parents, students, district leadership team, and staff. They review title one, preschool, school safety (Iowa youth survey and bullying), non academic and on academic school initiatives, and student achievement data. One teacher leader, one model teacher from each building and one mentor will be a part of the CFF and be a liaison between the school and the community.

Structure #2 - DLT (District Leadership Team) The DLT is led by the Superintendent and includes two teachers from each the primary and intermediate buildings, three teachers from the secondary building, the curriculum director, building principals, and superintendent secretary. The DLT meets monthly to plan and implement district initiatives, plan professional development, and report to all those in the district. One teacher leader from each building will be part of the DLT. They will implement and lead professional development from the organized initiatives within the DLT.

Structure #3 - BLT (Building Leadership Team) The building leadership team in each of the three buildings is led by the building principal and

3-4 teachers who lead their building PLC groups. They focus on analyzing student data, planning and reviewing the professional development of our four initiatives.

Structure #4 PLC - (Professional Learning Communities) In the summer of 2013, our District Leadership Team took the Professional Learning Communities training and has implemented the DuFour Model of PLC looking at learning outcomes, use of assessment, and targeted instruction for those who need additional instruction or those who have already mastered the material. Our teacher groups meet twice a month and at in-service time. Each building will have a model teacher co-lead with the current PLC group leader. We believe each PLC group would benefit from teacher leaders. These leaders would help facilitate our groups, analyze data and collaborate with teachers to implement and improve initiatives.

Using Part 4 application narrative from previous submission? ☒ Yes

Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

Southeast Warren (SEW) compensates new teachers at \$36,186. Therefore, the funds will be used to support professional learning, to hire additional staff to fill instructional time gaps created by teachers moving to new leadership roles outlined in this plan, and to fund stipends of our new teacher leadership positions. The money we receive will enhance the opportunities for teachers in our district to enhance student learning and improve academic success.

Goals: The goals for SEW's mentoring program are as follows:

1. To support new teachers to the profession in acquiring and honing skills related to the eight Iowa Teaching Standards.
2. To support new teachers in developing a desire that centers on lifelong learning and professional development which supports student achievement.
3. To support new teachers' abilities to fulfill professional responsibilities mandated by the State of Iowa and the district.
4. To pair mentee with mentors who are veteran teachers with similar grade-level experience, who have been trained in Mentoring Matters and have been evaluated and rated as quality teachers for the State of Iowa and the district.
5. To provide mentees with mentors who will explain district, building, and grade level policies and procedures.
6. To build a team oriented system of support that will continue after the mentoring training is completed and the induction period has been finalized.

The SEW District began their in-house teacher mentoring program in 2009. This program was implemented in response to feedback collected from mentees and mentors. The program is for 1st and 2nd year teachers specifically. The mentor trainers hold monthly meetings to train the mentors in the Mentoring Matters program and the eight Iowa State Teaching Standards.

SEW's current mentoring program for Mentors of first year teacher's is a learning-focused mentoring relationship making a significant emotional and intellectual difference in the induction experience for new teachers, as well as in their continuing professional practice. These clearly structured entries into the profession frame the learning journey from novice to expert teaching. Beginning teachers benefiting from skilled mentoring are more likely to:

- Increase their efficacy as instructional problem-solvers and decision-makers
- Engage in collaborative professional exchanges regarding improving practice
- Remain in the teaching profession

The following learning projects will be covered during seven, 2 hour monthly meetings between the Mentor Teacher Instructor and the mentor teacher:

- Goals and Hopes
- Classroom Management
- Quality Lesson Plans
- Delivering Instruction
- Engages in Professional Growth

The following topics will be the focus of the class meetings between the Mentor Teacher Instructor and the Mentor teacher:

- Developing Learning-Focused Relationships
- A Continuum of Learning-Focused Interaction
- Maximizing Time and Attention by Attending Fully
- Ethics
- Purposefully Paraphrasing
- Crafting Mediation Questions
- Planning and Problem Solving Conversation Templates
- Reflection Conversation Template

Southeast Warren's current mentoring program for 2nd year teachers uses *Instruction for All Students*. This book is based on an analysis of the research base on teaching and learning, and on the work of educators in schools around the world. We will all accomplish far more if we engage in our practice with:

- A sense of self-efficacy
- A focus on clearly articulated standards
- An ever growing repertoire of skills for teaching and assessing diverse learners
- A passion for engaging all students in the learning process
- The use of data to make and assess instructional decisions
- A mission to promote high standards and expectations of both students and educators
- A commitment to collaborate with colleagues and parent.

The following topics will be covered in the eight, 2 hour monthly meetings between Mentor Teacher Instructor, mentor teacher and mentee:

- Lesson Design: Characteristics of Effective Instruction
- Lesson Design: Planning
- Assessment
- Ethics
- Task Analysis
- Portfolios
- Differentiation
- Scaffolding

In looking at our goals, we recognize we have deficiencies. Currently our mentor teacher instructors and mentor teachers spend 100% of their day teaching in the classroom, making it difficult for them to find time to spend with their mentees. Mentees, whether they are new to the profession or new to the district, need more of a formal structure of support. They are requesting an effective mentor for assistance in facilitating growth for both themselves and their students.

In addition, Mentor Teacher Instructors and Mentor Teachers need release time to support the Mentees in their classrooms to ensure they are being provided feedback and assistance with implementing the eight teaching standards. This support will in turn provide a more effective learning environment for our students.

The TLC plan will utilize teacher leaders to improve entry into the learning profession for new teachers through the *Mentoring Matters Program* and *Instruction for All Students*. Two positions will be created to oversee the program district wide. These positions will contribute time and expertise to make significant contributions to the development of new professionals in the district through discussion, instruction, peer review and collaboration. Model Teachers, Instructional Coaches and Technology Integrationist will be utilized as additional supports for mentees. They will meet monthly with Teacher Mentors to train and guide them. Release time for both mentor teacher instructors and mentor teachers will be scheduled quarterly for up to one-half day to allow for co-teaching opportunities, and mentor/mentee peer review and support within their classrooms. Mentees will be receive observation feedback using our Mentor/Mentee Observation rubric. Substitutes will be hired to cover release time for Mentor Teacher and Mentee quarterly for peer reviews. Surveys will be completed each semester by the mentees and mentor teachers to give the mentor teacher instructors feedback to evaluate the effectiveness of the program.

Narrative

Using Part 5 application narrative from previous submission?*

No

Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

As the committee worked to define teacher leadership roles, the plan derived from the following the model/mentor/lead to altering roles to match our district's needs and better align with current initiatives and professional development plans. Feedback from teaching staff, community members and other stakeholders, indicated that the majority of staff was comfortable with peer feedback on classroom practices and greatly desired more individualized assistance with technology integration.

Therefore, the following leadership roles were selected and defined to match our plan's mission to develop leadership opportunities for exemplary educators to improve instructional practices and increase student achievement. These roles will provide our district with the opportunity to further develop and promote our excellent teachers and give them the opportunity to provide leadership and support for their colleagues. As a result, student learning will increase and students will develop into lifelong learners and responsible citizens.

Teacher Leadership Role	# of Roles	Job Goal	Teacher Leadership Roles Description/Responsibilities	% of time with student interaction	% of time in leadership role
Instructional Coach	2 Half time positions 1, PK-6 and 1, 7-12	To enhance instructional practices and peer collaboration	1. Assists PLC groups by sharing instructional and professional resources relating to building and district goals (websites, instructional materials, articles, books, lesson or unit plans, assessment tools, etc.) that will directly impact student learning. 2. Work collaboratively with PLCs by assisting in developing goals and implementing strategies to reach those goals. As well as analyzing and reporting data to improve student achievement. 3. Leads conversations to engage peers in analyzing and using data to strengthen	50%	50%

			<p>instruction.</p> <p>4. Provide in-class support through demonstrations, co-planning , co-teaching and observations.</p> <p>5. Lead the planning, facilitation, and monitoring of district-wide professional learning.</p> <p>6. Provide teachers with current, research-supported best practices.</p> <p>7. Work with teachers in the development of daily, weekly and unit lesson plans aligned to the Iowa Core.</p> <p>8. Work with teacher in assessing problem areas in curriculum and instruction; finding and implementing appropriate solutions.</p> <p>9. Assist teachers in developing procedures for assessing student progress and for reporting that progress to students and parents in a timely manner.</p>		
Technology Integrationist	2 Half Time Positions (1, PK-6, 1 7-12)	To enhance technological instructional practices at the classroom level.	<p>1. Helps colleagues by sharing instructional and professional resources, relating to technology (websites, instructional materials, readings, articles, books, lesson or unit plans, assessment tools, etc.).</p> <p>2.Provides ideas for differentiating instruction and planning lessons involving technology.</p> <p>3. Provides training, modeling, practice, observation and feedback to teachers for technology integration in the classroom.</p> <p>4. Plans and engages in co-teaching opportunities involving technology.</p> <p>5. Serves on district-wide technology committee???</p> <p>6. Facilitates PD to support and accomplish district technology initiatives.</p> <p>7.</p>	50%	50%
Model Teacher	7 positions total (4, PK-6 and 3, 7-12)	To invite colleagues into their classrooms to observe best teaching practices or content	<p>1. Provides instruction that reflects multiple perspectives and differentiated instruction.</p> <p>2. Present an inviting atmosphere that welcomes observations.</p>	Full time in the classroom.	

		specific techniques.	<p>3. Be open to modeling innovative teaching methodologies while incorporating best teaching practices.</p> <p>4. Provide student achievement and assessment data to evaluate strategy effectiveness.</p> <p>5. Collaborate with colleagues to construct exemplary lessons.</p>		
Mentor Teacher Instructor	2 positions district-wide	Will oversee the mentoring program district-wide and will contribute time and expertise to make significant contributions to the development of new and current professionals in the district.	<p>1. Helps mentees by sharing instructional and professional resources relating to building and district goals (websites, instructional materials, articles, books, lesson or unit plans, assessment tools, etc.) that will directly impact student learning.</p> <p>2. Helps mentees select and implement effective teaching/classroom management strategies and differentiate instruction for student engagement.</p> <p>3. Works inside classrooms to help teachers implement new ideas and demonstrates lesson. Engages in co-teaching, observing and giving feedback.</p> <p>4. Serves as a role model for mentees; acclimates new teachers to the profession, and district processes.</p> <p>5. Conducts the district-wide, mentor/mentee program. Maintains a log of mentor/mentee meetings</p>	Full time in the classroom.	

These roles were designated as leadership positions that would better support existing systems and/or expectations in our district. When brought together, these roles create a coherent improvement strategy that empowers teachers to take on new levels of leadership and responsibility. This system will create more rigorous teaching and learning throughout the district. Our district has made great efforts to incorporate technology and innovative teaching practices into our instruction. Our Teacher Leadership Committee will weave these four roles together through a collaborative process. They will meet monthly with the District/Building leadership teams. As a part of these teams, they will plan for and implement district professional development. Instructional and Technology coaches will support the entire faculty through facilitation of professional development and one-on-one coaching. They will also foster a close relationship with model teachers and schedule classroom observations that demonstrate research based instructional practices. Model teachers will support the entire faculty through these opportunities for peers to observe research based instructional practices in their classroom. They will also provide these opportunities to mentees, in order to support the mentor teacher instructor. Mentor teacher instructors, in turn, support the mentees and resident teachers through the peer review process. All TLC positions and teachers will collaborate and receive feedback using the Peer Review Rubric (see below), which will include the observations as well as debriefing conversations. As a result of these relationships, the district will be positioned to embed coherent professional development into practice. This will create strengthened instruction, as well as an alignment with the Iowa Professional Development model, resulting in increased student achievement.

Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

a) **Prior demonstrated measures of effectiveness.**

b) **Prior demonstrated professional growth.**

For the Southeast Warren's teacher leadership program to be successful it is necessary to find teachers who demonstrate strong teaching practices, reflectiveness about their instructional practices, a commitment to ongoing professional growth, a desire to serve as a leader, and a willingness to learn the practices of teacher leaders. Our selection process will closely examine each candidate from multiple perspectives.

Teacher Leadership positions (Instructional Coaches, Technology Integrationists, Mentor Teacher Instructor, and Model Teachers) will be posted with information concerning the duties, responsibilities, and salary supplement, and the minimum requirements; including at least 3 years of teaching experience and 1 year of experience in the district.

Selection Committee/ Process: The committee will consist of 3 administrators and 1 teacher from each center (3) chosen through a confidential survey completed by all teachers nominating 2 teachers from their respective building to serve on the selection committee. The building principal will make the final decision based upon nominations. This committee will accept and screen applications, conduct interviews, and make recommendations regarding the final selection of candidates. The interview and screening process will follow the district hiring procedure handbook. In addition to a traditional question and answer format, candidates will be asked to demonstrate their competencies through portfolios and/or video taped lessons. If there are no applicants or suitable applicants for a position, the position will not be filled.

Application Process: Interested teachers will be invited to apply for leadership positions. This process will require candidates to submit a letter of application outlining and addressing their qualifications. Candidates will submit an updated resume that includes a detailed description of current professional development activities and their alignment to successful implementation in the Southeast Warren School District.

Requirements: When we consider the requirements of a teacher leader, there are multiple attributes that would be considered that are consistent between all levels of teacher leadership. The candidate should be seen by colleagues as someone of high integrity and who is able to influence those they are called on to lead. A teacher leader is self motivated and is aware of their limitations and understands their strengths. At the same time, they are a proven life-long learner, able to confidently take risks in an effort to expand their own skill set. Our teacher leaders will also be disciplined and understand the professional relationship between multiple stakeholders. In addition, the teacher leader must understand the system as a whole and be prepared to bring innovative ideas and strategies to scale in the district. As a demonstrated and effective communicator, the teacher leader will have the ability to identify and solve problems while being and effective coach, while at the same time be coached and accept constructive feedback from supervisors. Finally, it is imperative that our teacher leaders have the ability and comfort level to be able to have critical conversations with those they are coaching. These requirements will be the criteria used to select our leader positions.

Experience: The teacher leader candidate must have been a credentialed teacher in good standing with the Southeast Warren School District. Candidates for the Technology Coach should have proven experience integrating technology into instruction shown through portfolio artifacts, lesson plans, assistance and facilitation of PD involving technology. Those educators aspiring to be a Model Teacher or Mentor Teacher Instructor will have strong pedagogy skills as evidenced in their lesson plans and formal/informal evaluations. Priority will be given to candidates with a strong track record of participating in professional learning, and infusing that new knowledge into practice. (ie: MTSS training or PLC institute) Our teacher leaders will have been instrumental in professional development and have strong knowledge of the Iowa Core. Candidates must be willing to participate in additional professional development to prepare them for their new role.

Annual Review: Teacher leader positions will be evaluated through documented compliance of job responsibilities (collaboration logs, training attendance, and PD presentations), principal evaluation, and peer evaluation surveys. Their professional growth will be evaluated based upon the development of 2 SMART goals on their Individual Professional Development Plan identifying areas of growth based on the Iowa Teaching Standards. Teacher leaders will complete the teacher leadership self-assessment (CSTP) 3 times a year, documenting growth and reflecting on areas for future growth. Teachers who successfully complete the 1 year assignment to a teacher leader role may apply for a new role or for reassignment to the same role.

Narrative

Using Part 7 application narrative from previous submission?*

Yes

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's current professional development program. (5,000 characters maximum)**Please include the following information in your narrative:**

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

[Click here](#) To access the Iowa Professional Development Model page.

The Southeast Warren CSD currently works with Heartland AEA to plan and coordinate professional development that is individualized for each of our three attendance sites (pk-3, 4-6, & 7-12). Our district has worked with Heartland AEA for several years to meet professional development needs, which often includes providing the PD training. This partnership continues to evolve as the District Leadership Team Members (DLT) in each building, continue to strive to meet student needs. Our PD plan focuses collaboratively on collecting, analyzing, and using student data to guide instructional decisions, aligning with the Iowa Core, and integrating technology into instruction. Because teacher leaders will collaborate as a team and be distributed evenly throughout the 3 buildings, we will be able to provide differentiated and specific support.

Instructional coaches will collaborate with the building principals and curriculum director to create and execute PD based on the needs of each building. Using student data as their guide, they will work with teachers in researching and implementing instructional strategies that are proven to increase student achievement. Instructional coaches will observe teachers in the classroom to assist with problem areas in curriculum, instruction, and finding appropriate solutions. They will model best instructional practices through demonstrations and may engage in co-teaching.

Technology integrationists will collaborate with the instructional coaches, curriculum director, and teachers to select, research, and demonstrate technology strategies and tools that align with the instructional goals and needs of the building. They will design and implement technology training sessions differentiated to the needs of the buildings and individual teachers. Technology integrationists will collaborate with peers to design and implement lessons using technology and engage in co-teaching opportunities when needed.

Model teachers will collaborate with the curriculum director, instructional coaches, and technology integrationists to develop and deliver observable lessons that support PD goals and use research-based instructional strategies to increase student achievement. Model teachers will also use coaching conversation to collaborate with visiting teachers about observed lessons.

Mentor teacher instructors will collaborate with the building principals and curriculum director to develop content for an on-site mentoring program that meets district goals and supports professional development initiatives. They will collaborate with mentees and their mentoring teachers to implement effective instructional strategies that increase student engagement and learning and problem solve when needed. Mentor teacher instructors will also be available to observe in the classroom and provide expertise to mentees and teachers in need of assistance.

Iowa Professional Development Model	District's Plan to create and utilize PD
Collecting/Analyzing Student Data	Teacher leaders and District Leadership Team members will gather data from district and classroom assessments to identify student need, analyze and prioritize data, make instructional decisions regarding need at the district, building, or grade levels. The team will use this data to drive decisions regarding PD based on student need.
Goal Setting/Student Learning	Teacher leaders will gather data from district and classroom assessments to identify student need, analyze and prioritize trends, and share data. Teacher leaders will use the data to examine core instruction, help determine intervention groups, and make instructional decisions.
Selecting Content	Teacher Leaders and DLT members will work together to identify and select learning strategies that will be helpful to teachers.
Designing Process for PD	Teacher leaders and DLT members will work together as a team to design the delivery system for PD, for different buildings and/or grade

	levels depending on student achievement data. This team will develop time lines and set the district PD calendar. Heartland AEA may be used in this process as well.
Training/Learning	Teacher leaders will co-teach, invite others in to watch lessons being taught with targeted instructional strategies. This may include attending AEA trainings that match district/building goals.
Ongoing Data Collection	Teacher leaders and DLT members will collect progress data on PD implementation. This will be done with surveys, evaluation forms, student achievement data etc.
Program Evaluation	DLT and teacher leader team members will use data collected regarding PD and align the data with program goals. This will include data collected from student achievement, teacher surveys, and implementation data. The data will be used to best align training for the following year's PD. This may include support from AEA staff.

Using Part 8 application narrative from previous submission?*

Yes

Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

Southeast Warren will use the goals of the teacher leadership grant as guideposts when evaluating the impact and effectiveness of our TLC plan. Short-term and long-term measures will be used to evaluate the success of this plan and identify necessary adjustments.

TLC Program Goal 1

Recruit, develop, and promote excellent teachers.

Short Term Measures of Impact/Effectiveness

- minimum salary of \$33,500
- curriculum director, instructional coaches, technology integrationists, mentor teacher instructors and model teachers will participate in recruiting and work with administration to plan, monitor, and implement professional development

Long Term Measures of Impact/Effectiveness

- teacher retention rate for the 2012/2013 school year was 83%
- increase teacher retention rate to 100% by the 2017/2018

TLC Program Goal 2

Provide highly effective teachers opportunities to grow.

Short Term Measures of Impact/Effectiveness

- creation of teacher leadership positions including: 2 instructional coaches, 2 technology integrationists, 7 model teachers, and 2 mentor teacher instructors by DLT (district leadership team)
- creation of teacher leader job responsibilities by DLT
- teacher leaders hired by comprehensive hiring committee
- teacher leaders complete trainings specific to new positions
- PD created to meet learning needs based on data from individual buildings
- self-evaluation of teacher leader professional growth 4 times/year

Long Term Measures of Impact/Effectiveness

- annual evaluation of teacher leader effectiveness that will include:
 - (1) documented compliance with teacher leader job responsibilities
 - (2) results of teacher survey providing feedback on performance based on criteria
 - (3) performance evaluation with the principal using the *Teacher Evaluation System*
- annual district evaluation of TLC with DLT that includes a review of job descriptions and teacher leader responsibilities

TLC Program Goal 3

Provide focused leadership and systems of support to implement differentiated and meaningful professional development.

Short Term Measures of Impact/Effectiveness

- teacher leaders will participate in the creation, implementation, and monitoring of professional development
- teacher leaders will provide support in the classroom for professional development initiatives

Long Term Measures of Impact/Effectiveness

- number of teachers collaborating with teacher leaders
- frequency of use of instructional practices aligned with professional development initiatives

TLC Program Goal 4

Improve instructional practices grounded in the Iowa Core through collaboration and feedback.

Short Term Measures of Impact/Effectiveness

- teacher leaders will provide support in the classroom for using characteristics of effective instruction by coaching, observing, and providing feedback
- data from walkthroughs observing effective instructional practices
- teacher participation in discussing and processing feedback in PLCs and PD

Long Term Measures of Impact/Effectiveness

- number of teachers collaborating with teacher leaders
- frequency of use of instructional practices aligned with professional development initiatives and characteristics of effective instruction

TLC Program Goal 5

Support new and current teachers in our district.

Short Term Measures of Impact/Effectiveness

- frequency and type of collaboration with teachers and mentees
- self-evaluation of teachers' professional growth

Long Term Measures of Impact/Effectiveness

- mentee survey data on the perception of effectiveness of mentoring
- teacher survey data on the perception of the effectiveness of the TLC program

Data Analysis Measures

Testing results from both formative and summative assessments, which may include IGDIS, FAST, Iowa Assessments, MAP, DIBELS, AIMSweb, Easy CBMs and classroom assessments, will be monitored to ensure growth toward district goals and diagnose problem areas and gaps that need addressed. Results of these assessments will be analyzed using the IPDM to evaluate the success of the professional development initiatives and impact future planning of professional development.

Teacher Performance Measures

Instructional coaches and principals will analyze data from peer coaching, observations and walk-throughs and provide feedback. This data will help to assess the effectiveness of teacher leaders, the TLC plan as a whole, and professional development initiatives.

Plan Evaluation

Staff members impacted by the implemented leadership roles will complete anonymous surveys quarterly in which they will evaluate the effectiveness of the teacher leadership compensation plan. Teacher leaders will also evaluate the productiveness of the training they receive and the reception of/responsiveness to the coaching sessions they participate in. The Southeast Warren DLT and the TLC teacher leaders will hold an annual evaluation meeting to ascertain the effectiveness of the plan implementation. Using student scores, surveys and feedback the DLT and TLC teacher leaders will collaboratively adjust the TLC plan to reach maximum effectiveness.

Using Part 9 application narrative from previous submission?*

Yes

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

Southeast Warren has committed a significant amount of time to planning for the TLC grant. The DLT (District Leadership Team - made up of teachers and administrators from each building, as well as the district's curriculum director and the AEA regional director), comprised of approximately 25% of the teaching and administrative staff, started planning a year ago for the implementation of this plan. In October and November of 2013, representatives from the DLT attended TLC training and reported on various model options and details of the TLC program to stakeholders at the Children First Forum. The CFF is a group comprised of teachers, parents, community members, and administrators that meets three times per school year. It is Southeast Warren's school advisory committee, which meets in October, January, and April. The DLT met monthly to create a TLC plan that would best meet the needs of our district. Final approval of the TLC grant by the CFF occurred at the October 28, 2014 meeting.

Southeast Warren has been successfully implementing MTSS (multi-tiered support systems) for the last nine years. For several of those years, MTSS has been utilized at the 7-12 level, as well as at the K-6 level, where significant reading improvements in student performance have been documented. None of the three buildings within the Southeast Warren CSD has been identified as a SINA school to date, much to the credit of MTSS (aka RTI). Our mentoring program now serves an additional school district and will be enhanced with the new TLC plan. We have a certified CORI (concept-oriented reading instruction) coach on staff and have been a successful CRISS (creating independence through student-owned strategies) school for the past seven years.

The Southeast Warren staff is committed to improving student achievement and will continually assess TLC implementation for maximum student success. To ensure the plan's success, the Building Leadership Team (BLT - comprised of building teachers and administrators) in each building will review teacher leader logs and walk-through data, as well as student data through AIMSweb, FAST, MAP, and CBM's. To address problems that occur during implementation, the teacher leaders and BLT will meet to discuss problems and address challenges that occur. If not resolved at that level, the DLT will problem solve the issue.

Approximately one third of our grant money will be allocated for appropriate and differentiated professional development for all staff. The district intends to prepare teachers for their new roles of model teachers, mentor teacher instructors, instructional coaches, and technology integrationists by providing professional development to be determined at a later date (example: New Teacher Center, Jim Knight, etc.).

Administration will be provided professional development in monitoring and evaluation of the TLC process. In addition, the rest of the teaching staff will be inserviced to apprise them of the roles and responsibilities of the teacher leaders and how our new teacher leaders can assist them in their journey toward improved instructional practices leading to increased student success.

Our plan to sustain the teacher leadership and compensation initiatives include:

- a rigorous selection process that includes a comprehensive selection committee composed of administrators and teachers
- a clear outline of qualifications, expectations, and responsibilities for each role
- compensation that is attractive and appropriate for increased leadership responsibilities and time commitments
- a continuous evaluation system which follows the Iowa Professional Development Model
- peer reviews and input
- a quarterly review of the implementation of the TLC plan, facilitated by the DLT
- a bi-annual review of the effectiveness of the TLC plan with teacher leaders and administrators, facilitated by the DLT

- the presentation of an annual progress report by the DLT to the CFF
- regular reports to the board of education to be presented by a CFF representative.

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.* Yes

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.* Yes

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.* Yes

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.* Yes

Applicability – the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.* Yes

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$47,000.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$111,000.00
Amount used to provide professional development related to the leadership pathways.	\$25,299.27
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$183,299.27

Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2014** Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number* 586.22

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation \$183,299.27

Total Allocation \$183,299.27

Other Budgeted Uses - Description

Item description

Amount budgeted

\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$183,299.27

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from previous application?*

Yes

Describe how the TLC budget is aligned to the school district's goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

Our district believes strongly in the vision of the statewide TLC system. We know our system is made better by the quality of educators within it. The Southeast Warren Community School shares a vision that the implementation of this program will:

1. Allow us to effectively compensate teachers.
2. Allow us to recruit and promote excellent teachers and provide support as they collaborate reflectively to redefine their practice.
3. Give highly effective teachers opportunities to grow, refine and share their expertise.
4. Create a structured system which can support quality implementation of school improvement models, which are measurable. The data collections will be closely monitored to determine the validity of our efforts.
5. To enhance our teaching practices with implementation of the following educational initiatives:
 - Multi-Tiered System of Supports (MTSS)
 - Professional Learning Communities(PLC)
 - Creating Independence Through Student Owned Strategies (CRISS)
 - Concept-Oriented Reading Instruction (CORI)
 - Connected Learning Initiatives (Chromebooks 7-12, Ipads PreK-6)

SE Warrens District Leadership Goals:

- To provide a teacher induction and mentoring program with 100 percent retention rate.
- To improve leadership in the use of data to drive decisions and instruction.
- To improve student achievement by building capacity in effective instructional practices
- To align and implement the Iowa Core with fidelity.
- To provide a more coherent, comprehensive professional development plan.

Budget Alignment to District Goals for TLC System Roles-

The following leadership roles were selected and defined to match our plan's mission to develop leadership opportunities for exemplary educators to improve instructional practices and increase student achievement. These roles will provide our district with the opportunity to further develop and promote our excellent teachers and give them the opportunity to provide leadership and support for their colleagues. As a result, student learning will increase and students will develop into life-long learners and responsible citizens.

Instructional Coach (2 positions; 1 PreK-6, 1 7-12) Each position will be ½ time classroom teacher, ½ time instructional coach. These positions will enhance instructional practices at the classroom level by raising student achievement through collaboration, coaching conversations, analysis of data and facilitating professional development.

Technology Integrationist (2 positions; 1 PreK-6, 1 7-12) Each position will be ½ time classroom teacher, ½ time technology integrationist. These positions will enhance technological instructional practices at the classroom level by raising student achievement through collaboration, coaching conversations, analysis of data and facilitating professional development centered on technology integration.

Model Teacher (7 positions; 4 PreK-6, 3 7-12) Each position will be in the classroom full-time. They will be invite colleagues into their classrooms to observe best teaching practices or content specific techniques.

Mentor Teacher (2 positions district wide) Each position will be in the classroom full time. These positions will oversee the mentoring program district wide and will contribute time and expertise to make significant contributions to the development of new and current professionals in the district through discussion, instruction, and collaboration.

Budget Alignment to State Must-Haves and Assurances-

Minimum Salary: The salary for beginning teachers exceeds \$33,500. No supplemental allocation is necessary for this component.

Salary Supplement: We propose salary stipend of \$7500 each for two technology integrationists for the district. When considering IPERS and FICA, we anticipate a total allocation of \$58,000. Additionally, we propose a salary stipend of \$7500 each for two instructional coaches for the district. When considering IPERS and FICA, we anticipated a total allocation of \$58,000. We propose a stipend of \$2000 (including FICA and IPERS) for seven model teachers to be spread between three buildings. In addition, we propose a salary stipend of \$1500 (including IPERS and FICA) for two mentor teachers. The total necessary to fund the salary supplements is \$138,000 which includes funds to hire additional staff to fill the vacancies left by the teachers who are taking on new leadership roles.

Teacher Leadership Opportunities

Role	Number of Positions	Compensation Per Position
Technology Integrationist	2	\$7500
Instructional Coach	2	\$7500
Model Teacher	7	\$2000
Mentor Teacher	2	\$1500
<i>Total: 13 positions</i>		<i>Total: \$47,000</i>

Professional Development: We are allocating an additional \$40,500 to provide for professional development costs such as training, books, and materials, and possible travel costs for teacher leaders to attend new learning sessions.

Vision into Action-

Our district's fully implemented TLC system will have 13 teachers out of 44 district teachers (30%) participating in a defined teacher leader role, engaging in ongoing, high quality teacher leadership. While we are excited that our plan allows for more teachers to reach the state guidelines than necessary, we remain committed to the principle that every teacher in our district is a leader. We will continue to provide resources and a committed effort to putting this philosophy into practice.

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